

# Inspection of The Family Tree Children's Day Nursery

2 Police Houses, Churchill Street, WALLSEND, Tyne and Wear NE28 7TG

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Inspection date:

7 September 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Good

## What is it like to attend this early years setting?

### The provision requires improvement

Children arrive happily at the nursery. They are welcomed by friendly and attentive staff who help them settle well. Children show good levels of confidence and have formed close relationships with all the adults who care for them. The manager and key persons work closely with families, to support new children to settle and feel secure at the nursery.

Children behave well. They respond to staff reminders to have kind hands and to take turns. Children listen and respond well to instructions. They follow the staff's strict rules and guidance to move in and out of the secure garden and premises.

Older children are supported to develop their confidence as they have a go at sanding a piece of wood. For example, they learn the risks of 'wood working' and how to keep safe using scratchy sandpaper. Babies develop some communication skills, as staff routinely sing songs and read stories to them. However, not all children's learning is consistently well supported, to build on what children already know and can do. For example, some staff do not recognise how their discussions with children can help extend their vocabulary, thoughts, ideas and problem-solving skills. They do not give all children attention during play and activities, so quieter children are sometimes overlooked. This impacts on children's learning.

### What does the early years setting do well and what does it need to do better?

- The manager knows what she wants children to learn across the educational programme. However, staff do not always put her aspirations firmly into practice. For instance, children make their own glitter dough but do not learn more deeply about the different materials used or basic mathematical concepts. These include capacity, weight and measure. In addition, new strategies to plan and fully support those children who may have special educational needs and/or disabilities (SEND) are not yet fully embedded. They sometimes spend time playing with toys that do not extend their thinking skills, and take part in activities that provide limited challenge and extension to learning.
- The manager reflects on the quality of the provision regularly. She has recently employed new staff with high-quality practice and expertise in working with children with SEND, to improve outcomes for children and the quality of staff practice. However, although some staff teaching is consistently good, it is too inconsistent within the nursery. Children aged two to three years, and those with a delay in their speech and communication, sometimes miss the high-quality interactions and challenge they need. Some children wander about and do not show an interest in the resources and experiences on offer. This has an impact on the progress children can make.
- Children benefit from healthy, home-cooked meals. Staff are good role models

and support children's social skills. For instance, they sit with children during mealtimes and provide them with lots of encouragement to eat nicely and have good manners. However, staff miss chances to help children learn to do things by themselves and become even more independent. For example, children do not cut up their own broccoli spears. Most staff do not consistently support children to learn about the benefits of a healthy lifestyle. This does not help children to gain skills they will need as they move on to school.

- Older children count during play and have opportunities to use contextual language as they recognise shapes and sizes. Children of all ages enjoy handling books and joining in with action songs. They enjoy developing their imagination skills as they practise road safety outdoors, learning to stop when the traffic lights go red.
- The manager and staff have a key focus to support children, their families and the community. They work hard to help families with any issues they may be facing. For example, at the time of the inspection, parents were donating winter coats for the nursery to pass on to others.
- Parents speak highly about the level of support they receive from the manager and staff, saying, 'They go above and beyond to help them with everything'. Staff make effective use of electronic communications to share information with parents about their children's learning and development.

## Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding leads and staff are committed to supporting children's welfare. They know how to recognise the signs of abuse or neglect and have a competent understanding of wider safeguarding issues, such as exploitation and the 'Prevent' duty. They are confident about the procedures to follow, should they have any concerns about a child or an adult working on the premises. The manager has effective recruitment procedures in place. Thorough background checks ensure that staff are suitable to work with children. The manager keeps the setting safe for children and parents to access. She is committed to staff's ongoing professional development and has plans for further training to keep their skills up to date.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
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ensure the setting's educational programme is implemented consistently, so that all staff plan challenging experiences for children that build on and extend their learning to a higher level	30/09/2022
ensure new procedures for supporting children with SEND are fully embedded, and they make good progress in their learning.	30/09/2022

**To further improve the quality of the early years provision, the provider should:**

- put in place robust procedures for supervision, coaching and mentoring to raise the quality of education to a good level, in particular for developing all children's communication and language skills
- support staff to understand and follow the nursery's agreed approaches to promoting children's understanding of healthy lifestyles and practices, and supporting children to carry these out consistently.

## Setting details

<b>Unique reference number</b>	EY551605
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	10251845
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	72
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Rogers, Kelly Jacqueline
<b>Registered person unique reference number</b>	RP551604
<b>Telephone number</b>	07720299105
<b>Date of previous inspection</b>	1 November 2019

## Information about this early years setting

The Family Tree Children's Day Nursery registered in 2017. It is situated in Wallsend, near Newcastle-Upon-Tyne. The nursery opens from Monday to Friday for 51 weeks a year. Sessions are from 7.30am until 6pm. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and above, including the manager, who has level 6. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Jan Harvey

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together and discussed how the early years curriculum is implemented.
- The inspector observed staff interactions with children, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out several joint observations with the manager.
- The inspector spoke to parents and children to gain an understanding of their views.
- The inspector spoke to the two special educational needs coordinators and staff at appropriate times during the inspection.
- The manager and the inspector held a meeting together. The inspector looked at a sample of documents, including evidence of staff's suitability and safeguarding procedures.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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